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ABSTRACT

This guide is a tool to assist educators in the development of high-quality work-based learning sites and other school-employer connections in New Hampshire as part of the state's school-to-work program. The guide provides implementation ideas for seven strategies for work-based learning experiences (industry tours, job shadowing, service learning, internship, registered youth apprenticeship, teacher externship, educator in the workplace fellowship) and six strategies for employer-connections to school-based learning (career fairs, in-class presentations, curriculum development, professional development, school-based enterprises, school-based business). Each strategy includes the following information: definition of the particular learning strategy, description of the purpose, roles of key players, description of time commitments, and examples drawn from New Hampshire schools. Appendixes contain lists of state and local school-to-work contacts and other guides available to business and community programs. (KC)

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Practices in Work-Based and School-Based Learning For Business and Community Partners

ED 437 552

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Quotes

A dream I have is for New Hampshire to be an example for the entire nation of how to educate our people for the 21st century. When people think of New Hampshire, I want them to say, "Now there's a state with schools that are really meeting the needs of its children, and its families and its business and community partners. There's a state with a highly skilled work force that's ready for the best jobs our economy has to offer. There's a state where I'd want my children to go to school."

—Governor Jeanne Shaheen

The vision of School-to-Work in New Hampshire is to "Link school-based and work-based education to create and maintain learning opportunities which prepare all individuals to meet the challenges of a dynamic workplace". Although the work place standards for the year 2000 and beyond are still evolving, it is clear that high standards for all students are essential. School and Work-based learning adds relevance to a student's education and assists them to better understand the connection between educational choices and their future career opportunities. The Practices in Work-Based and School-Based Learning For Business and Community Partners guide will assist employers, education staff, students and families to better prepare for the future of New Hampshire's youth.

—Elizabeth M. Twomey
Commissioner of Education

What are the business, industry, non-profit organizations, or government agencies' connections to School-to-Work?

Partners in business, industrv, labor, and community organizations can add a new dimension to the education of students in New Hampshire. By working with students and educators, business and community partners can help develop the next generation of graduates who will be more in tune with what they are learning in school and how that knowledge will be applied in the world of work.

The success of business and other community organizations rests on the skills, abilities and intelligence of its workers. By connecting with School-to-Work, our businesses and community partners will assist in the development and productivity of New Hampshire's Citizens. Business and community partners are helping to create their own future success stories.

What is Work-Based Learning and School-Based Learning?

Work-Based Learning and School-Based Learning are strategies under the School-to-Work educational reform initiative, which provide all students with information that relates what is learned in school to what it takes to be successful in the workplace. These strategies provide students with information on a wide variety of careers and career fields while building a foundation of workplace skills.

Work-Based Learning generally involves students and/or school staff going into businesses to learn all aspects of the industry and making connections to the student's academic program.

School-Based Learning generally involves business employees going into the school to provide technical assistance and support to build stronger academic programs.

How do you get started with Work-Based Learning and/or School-Based Learning?

There are a number of ways for business and community partners to become involved in School-to-Work. This guide will target some of those options, such as:

- Service Learning
- Internship
- Registered Youth Apprenticeship
- Teacher Externship
- In-Class Presentations
- School-Based Enterprises

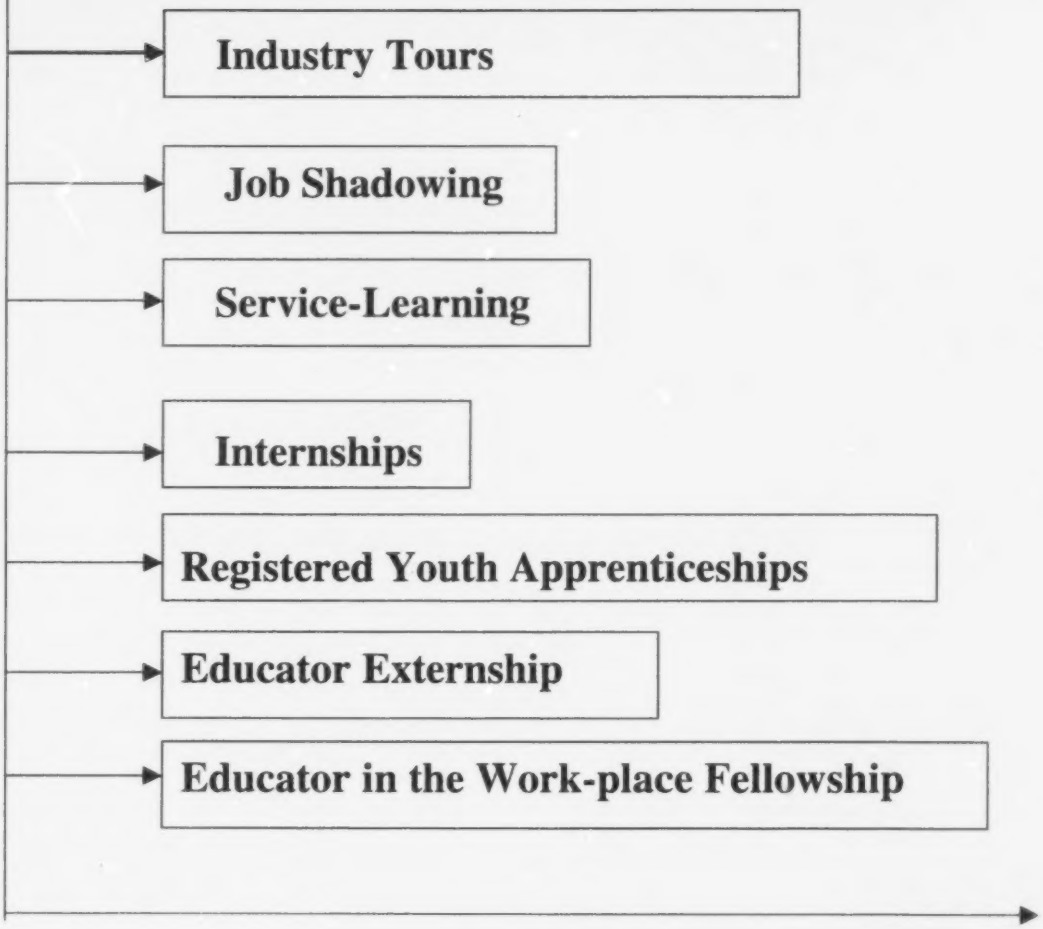
These opportunities contribute to the education of New Hampshire's youth and the preparation of tomorrow's work force by providing school, community and work-based learning experiences.

Getting involved with School-to-Work is *easy*. Most schools have professional school-to-work coordinators that can assist you in developing a successful Work-Based Learning and/or School-Based Learning experience with the business, the student and educator. Please see Appendix: A for a listing of School-to-Work coordinators from around the state. One phone call to a coordinator or anyone listed will start you on your way.

How to Use This Guide

- Review the strategies for Work-Based Learning and School-Based Learning to determine what might best fit your company at this time.
- Review the real examples of how the strategies were put in practice at identified schools.
  - You are welcome to contact the identified people from the examples for more information; and/or
  - Look in the appendix for the name and number of the School-to-Work Coordinator in the school nearest you. That individual can explain the activities initiated within their district.
- Please note: When you see business and/or community representative or partners, it is meant to include all partners such as, but not limited to: Business, Government Agencies, Non-profit Organizations, Community Industry, Labor Unions, etc.
- This guide was developed to enable you to pull out sections to copy and share with others as you plan your school-to-work activities.

Strategies for Work-Based Learning Experiences



What is an Industry Tour?

During an Industry Tour, a group of students, accompanied by adult chaperones, tour a business, industry, non-profit organization, government agency or community sites. This tour gives students an overview of all aspects of the industry. An Industry Tour is a good first step. It can lead to a greater involvement such as Job Shadowing or Internships.

What does the business or community site provide?

The business or community partner will:

- Explain to the school staff the various areas and departments of the organization;
- Identify what is available and appropriate for a Tour;
- Clarify logistics, responsibilities, safety, health, security and/or confidentiality issues related to the employment site with the school staff;
- Provide a tour guide to take the students and staff around while providing a narrative of the various careers available in each department;
  - Note: It is best if the tour guide volunteers for this task.
- If the site has a labor union, provide an opportunity for students to talk with a union representative.

What does the school provide?

The school staff will:

- Coordinate the Tour with the business or community partner;
- Take care of administrative details for the work-based learning experience, making sure to attend to any State requirements for a Tour;
- Supervise the students during the Tour;
- Prepare the students in advance by clarifying and reviewing any logistics, responsibilities, safety, health, security and/or confidentiality issues;
- Prepare students to connect the tour to career guidance coursework;
- Arrange for all transportation.

What is the time commitment?

Generally, an Industry Tour will last from one to three hours. In addition, the person coordinating the tour for the organization may spend two to five hours helping to arrange the tour. This may include speaking to department heads, supervisors and employees within the organization about the Tour, reviewing details with the school staff coordinator and preparing any pertinent background information.

What is an example of Industry Tour?

Kearsarge Regional High School offers all 7th and 8th grade students the opportunity to participate in two business and industry tours per year. In the 7th grade, students are given an interest inventory to identify their top three career interests. Businesses are selected based on these interests. Within the social studies and language arts curriculum, students develop projects that tie into their Industry Tour. Students visit work-sites for 3 hours in-groups of 5-10 students. The information from the visit is added to their portfolio.

For more information contact:
Joy Gobin
Kearsarge Regional High School
190 Main St
New London NH 03257 (603)927-4261 Fax (603)526-2145

What is Job Shadowing?

During a Job Shadow, a student accompanies an employee as they do their work, to learn about an occupation or industry. Job Shadowing gives students in grades 7 through 10 the opportunity to explore various career activities and can help the student select a career major for the latter part of high school. A Job Shadow is a good way to involve an employee with a student and to give students a role model.

What does the business or community site provide?

The business or community partner will:

- Explain to the school staff what the student will observe;
- Clarify logistics, responsibilities, safety, health, security and/or confidentiality issues related to the employment site with the school staff;
- Identify an employee who wishes to provide the Job Shadow experience;
- Brief that person on the goals of the activity.

What does the school provide?

The school staff will:

- Coordinate the Job Shadow with the business or community partner
- Take care of administrative details for the work-based learning experience, making sure to attend to any State requirements;
- Assist in designing strategies to make the Job Shadow meaningful;
- Design activities that relate academic content to the site visit;
- Prepare the students in advance by clarifying and reviewing any logistics, responsibilities, safety, health, security and/or confidentiality issues;
- Arrange for transportation.

What is the time commitment?

Generally, a Job Shadow will last from three to six hours in the course of one day. In addition, the person coordinating the Job Shadow may expect to spend two to five hours helping to arrange the job shadow. This time may include speaking to department heads, supervisors and employees within the organization about the Job Shadow, reviewing details with the school staff coordinator and preparing any pertinent background information.

What is an example of a Job Shadow?

The Cirtronics Corporation and 100 other local companies have worked with Milford Middle School to provide Job Shadow experiences for all 5th grade students. The fifth grade students in Milford visit a local company for a day to learn how academic skills are used in the workplace and to interview employees about potential careers. The majority of students go individually with a parent to their place of work. Students and their parents prepare for the experience by developing questions for employees and follow-up by making class presentations about their work site visits. For those students who can not shadow at their parent's place of business, the Cirtronics Corporation provides tours and activities for students.

For more information contact:
Susan Hill
Milford Middle School
33 Osgood Road
Milford NH 03055-4832
(603) 673-5221 ext. 23.

What is Service Learning?

Service Learning is a teaching/reform strategy that engages participants in service to their communities as a means of enriching academic learning, promoting personal and interpersonal growth, and fostering the development of skills needed for productive democratic participation. It is a way of completing academic frameworks utilizing an experiential approach, while meeting real community needs. For example, an entire grade may "adopt" a local river, study ecology and biology, and make recommendations to the conservation commission in the community to preserve the quality of the water. The work could include elements of English, science, civics, arts, and through appropriate reflection, can help students understand their place as change agents in the community. Some of the documented impacts of service learning include: increased commitment to schoolwork, improved school-community relations, enhanced school pride, and more positive interpersonal behaviors such as benevolence and support. Service Learning allows non-profit organizations to become involved in a valuable school-to-work relationship.

What does the Organization provide?

The organization will:

- Explain to the school staff various areas and needs of the organization;
- Identify what would be available and appropriate for Service Learning opportunities;
- Identify and provide training to students on any logistics, responsibilities, safety, health, confidentiality or security issues related to this experience;
- Collaborate with students and educators to establish a plan, provide monitoring, feedback and intervention as appropriate.
  Note: Service Learning is often done as a classroom related group project.
- Involve the union (if any) in planning.

What does the school provide?

The school staff will:

- Coordinate the Service Learning activities with the community partner;
- Take care of administrative details for the Service Learning experience, making sure to attend to any State requirements;
- Supervise the students during the Service Learning experience;
- Assist student(s) to connect their workplace experience to their coursework;
- Work with the organization and students to set clear objectives of the experience;
- Prepare the students in advance by reviewing any logistics, responsibilities, safety, health, confidentiality or security concerns;

- Conduct reflection activities during than upon completion of the service learning activity or project;
- Assist the students in arranging transportation.

What is the time commitment?

Generally, the organization may expect a Service Learning experience to be either short or long term depending on the needs of the organization and the flexibility of the students. In addition, the person coordinating the experience, for the organization, should expect to spend time to establish the objectives of the experience. This time may cover speaking to department heads, supervisors and employees within the organization about the service learning experience, reviewing details with the school staff and preparing any pertinent background information.

What is an example of Service Learning?

Milford DO-IT/Main Street Program and Milford High School's Marketing courses joined forces with a community-based organization that works on projects to increase the number of visitors to downtown Milford.

Students began this Service Learning project with a series of classroom sessions on target marketing, customer interpretation and statistics. The goal was to orient students to DO-IT objectives and to introduce them to the process of surveying. Students then spent two weeks conducting survey of 200 pedestrians from downtown Milford.

Following the survey, students calculated the statistics and analyzed the results. They wrote a summation of the information and presented the findings to the DO-IT program.

For more information contact:
Dana Bourassa
Milford High School
100 West St. Milford, NH, 03055
(603)673-4201 Fax (603)673-2202+1

What is an Internship?

An Internship can be developed as a paid or non-paid Work-Based Learning experience that will enable a student to gain work skills in a career field. It is a structured on-site experience where a student will complete a planned series of activities or a project in order to gain a broad understanding of a business or occupation. This gives the student a better sense of jobs within a company or industry. An Internship requires an investment of time but benefits the company by developing and completing a project or activity. The student(s) benefit by developing an understanding of what is required to be a successful employee.

What does the employer or community site provide?

The business or community partner will:

- Explain to the school staff the various areas and departments of the organization;
- Identify what would be available and appropriate for an Internship;
- Identify and provide training to student(s) on any logistics, responsibilities, safety, health, confidentiality and/or security issues related to this experience;
- Establish what the student will do and what the expected outcomes will be;
- Instruct, supervise, support and evaluate the student during the Internship.
- Involve the union (if any) in planning.

What does the school provide?

The school staff will:

- Coordinate the Internship with the business or community partner;
- Take care of administrative details for the Internship experience, making sure to attend to any State requirements;
- Work with the employer and student to set clear objectives for the Internship;
- Prepare the student(s) in advance by reviewing any logistics, responsibilities, safety, health, confidentiality and/or security concerns;
- Assist student(s) to connect their workplace experience to their coursework;
- Provide support to the student(s) and employer by being a school based mentor;
- Assist the student in arranging transportation.

What is the time commitment?

Generally an Internship will last three to eighteen weeks. In addition, the person coordinating the Internship for the organization may spend time to establish the objectives of the experience. This may include speaking to department heads,

supervisors and employees within the organization about the Internship, reviewing details with the school staff coordinator, preparing any pertinent background information and mentoring the student.

What is an example of an Internship?

Sanders, A Lockheed Martin Company works with Alvirne, Merrimack, Nashua, Pelham and Souhegan High Schools to offer an Internship experience. This is a 12 week rotational Internship program which allows young women, college bound or not, who have demonstrated strong math/science skills to learn about careers in engineering. Students spend time 2 hours per week with women mentors and also attend an opening luncheon, career development workshop and wrap-up session.

For more information contact:
Diane Ouellette, Manager, EEO & Diversity Programs, NEB01-135,
55 Northeastern Boulevard
Nashua, NH 03061-0868
(603) 885-4402

What is Registered Youth Apprenticeship?

Registered Youth Apprenticeship enable high school students can begin a paid intensive on-the-job training experience, receive technical classroom training, and still work toward completing their diploma. The student will have explored his/her options, will be motivated, and will show the ability in the occupational area. Upon graduation from high school, apprentices usually take from one to three more years to complete their apprenticeship program (length of time is dependent on occupational area), earning a nationally recognized certificate in the end. Registered Youth Apprenticeship is not limited to the trades. It is estimated that there are over 800 Apprentice-able occupations.

What does the employer provide?

The employer who sponsors an Apprenticeship must:

- Gain approval as a sponsor of apprentices from the State Apprenticeship Council;
- Register apprentices with the New Hampshire Department of Labor;
- Approve a sequence of instruction related to the Apprenticeship;
- Expose apprentices to a variety of on-the-job learning opportunities and increase the apprentice's wage as skills are learned;
- Identify and provide training on any logistics, responsibilities, safety, health, confidentiality and/or security issues related to this experience.

What does the school provide?

School staff will:

- Coordinate with staff from New Hampshire Employment Security who will help with the execution of a Registered Youth Apprenticeship Cooperative Agreement;
- Work with the employer to plan a sequence of instruction that the apprentice will undertake at the secondary and postsecondary levels;
- Deliver the instruction at the secondary level;
- Prepare the students in advance by reviewing any logistics, responsibilities, safety, health, confidentiality or security concerns.

What is the time commitment?

The employer supervises the on-the-job learning of the apprentice. The hours on-the-job will increase when the apprentice graduates from a Registered *Youth* Apprenticeship to a Registered adult Apprenticeship upon graduation from high school. While in high school, the apprentice works an average of no more than 1000 hours per year. After graduation, the apprentice takes on full-time employment, averaging 2000 hours per year.

An example of a Registered Youth Apprenticeship

While a junior at White Mountains Regional High School, a student began his apprenticeship in forestry. For the next two years, he worked an average of 20 hours per week while continuing to receive instruction in both forestry and his general education requirements. For one more year after graduation, he worked full time and completed the remaining year of instruction in forestry to earn his apprenticeship certificate in forestry.

For more information contact:
George Broudeur
White Mountain Regional High School
Route 3, PO Box 338
Whitefield NH 03561
(603) 837-2528.

What is an Educator Externship?

An Educator Externship gives an educator the opportunity to experience a local workplace with the express purpose of gaining insight applicable to a classroom setting. For a more intense Externship, see the definition of Educator in the Workplace Fellowship.

What does the Business or Community partner provide?

The business or community partner will:

- Provide an enriching workplace experience for the Educator Extern that enables the Extern to gain some contextual learning experiences for their students and an increased awareness of employer/employee needs in the present day workforce;
- Provide a workplace mentor for the Educator Extern (the level of involvement of the employee can be negotiated);
- Provide training on safety, health, security and/or confidentiality issues related to this experience.

Note: Some schools have programs that identify paid externships for educators. This will depend on the level of the externship and amount of time spent on site by the educator. This should be a mutually beneficial experience. Not all areas rely on externship stipends.

What does the educator provide?

The school/educator will:

- Develop of a project plan in conjunction with the business partners and externship facilitator;
- Attend an orientation session and a debriefing session with the employer;
- Keep a journal of the workplace experience;
- Depending on the system developed by the participating school, the educator will produce a curriculum element based on the workplace experience; and
- Depending on the system developed by the participating school, the educator will share the externship experience with his/her faculty, staff, administration and school board.

What is the time commitment?

Externships can very in length from 1/2 day to two full working weeks (or longer). You will need to check with your local school to see what system they have developed. The longer externships give the educator enough time to become familiar with the work-site and actually have a chance to become involved in a specific project and/or the daily

operations of the organization. However, shorter programs can impact curriculum. The time commitment of the employer and educator will be negotiated to meet the needs of both.

What are examples of an Educator Externship?

Example of a 2+ week Externship:
Geographic Data Technology is a computer mapping, compilation and publishing firm. Mr. Don Cooke developed a project that gave a middle school math teacher hands on experience with statistics in the workplace.

Project: Statistical Analysis of geographic coordinate working with the GDT Positional Accuracy Team on applied cartometry and analyzing the accuracy of spatial databases used and produced by GDT.

Extern Goals: 1) Learn how to use Global Position System (GPS) equipment and bring GPS into the classroom for students to experiment with, 2) Design and implement field activities related to the externship experiences for classroom use and, 3) Tap the rich resources of GDT as an application of math and science in the workplace.
GDT benefited from John's statistical knowledge and contributions to a project that Don otherwise would have left on the back burner. In addition, based on his externship experience, John was able to write three lesson plans for classroom use. These lesson plans will give school students a chance to learn about math, science and social studies in a setting relevant beyond the classroom.

For more information contact:
Kathi Terami
Upper Valley Business and Education Partnership
PO Box 350, Hanover NH 03755
Phone 603-643-3431 ext. 267 Fax 603-643-0661
Email: kathi_terami@hhs.dresden.k12.nh.us

Example of a shorter Externship:
Educators in the Kearsarge Regional School District can do a 3 to 14 day Externship. They go on the work-site during the school year, school vacations, or over the summer. They can participate in a one-day job shadow similar to that outlined for students.

For more information contact:
Joy Gobin
Kearsarge Regional High School
190 Main St.
New London, NH 03257
Phone (603)927-4261 Fax (603)526-2145

What is Educator in the Workplace Fellowship?

The purpose of the Educator in the Workplace Fellowship is to transform teaching and learning in schools through community, business and school alliances. Workplace professional development expands educators' understanding of how knowledge and skills are applied in the world beyond the school setting. This will then help each educator enhance their curriculum, thus contributing to the over-all outcomes at the local school district level. Successful schools equal successful communities. Successful schools produce successful students, evaluate and improve effectiveness of teaching and learning for teachers and students, establish high standards, and assure a solid link between learning and the world beyond the classroom.

NOTE: This is a more intensive educator externship in that it includes a graduate level course, instructing educators as to how to relate their workplace leanings to their curriculum/classroom.

What does the employer or community partner provide?

The business or community partner will:

- Identify a business point person or mentor within the company;
- Identify areas within the business where an Educator can be placed;
- Provide a learning environment for the Educator;
- Provide training on safety, health or security issues related to this experience;
- Commit time for mentor training, mentor planning, orientation meetings, mentor/educator follow-up meetings;
- Attend educator meetings for assessment and evaluation of program.

What does the school provide?

The School will:

- Provide leadership development in the district through identification of potential educators;
- Guarantee that educators become integral part in the development and implementation of the Local Education Improvement Plan (which includes curriculum development and professional development);
- Provide professional development resources for each educator to implement learning into the classroom and to share with other faculty;
- Provide general support in terms of time, substitutes, business identification, etc;
- Commit full support of educator participating in the entire program;
- Participate in evaluation and assessment process;
- Provide financial coverage of higher education tuition.

What does Higher Education Provide?

Higher Education will:

- Identify campus coordinators who will liaison between the campus, local school districts, participating businesses and educators;
- Provide dedicated faculty to design and implement model curriculum for professional seminars;
- Design and implement an assessment process;
- Provide follow-up to educators and local school districts;
- Award graduate credit for completion of the course work and Educator in the Workplace experience.

What is the time commitment?

The workplace experience of the educator varies in length of time, anywhere from one (1) or two (2) days up to three (3) weeks during the summer months. The mentor (provided by the employer) should expect to spend some time prior to the educator attending the workplace to attend mentor training orientation meeting(s), to prepare other employees for the introduction of the educator into the workplace and to plan an agenda for the educator. Once the workplace experience is complete, the mentor can expect to spend some time attending meeting(s) to evaluate the Educator in the Workplace experience.

What is an example of Educator in the Workplace?

Jan Gamache of Winchester School-to-Career had an externship experience with a Peerless Insurance Company of Keene. The project assignment was to assist in writing an orientation program for new underwriters. During the externship, Ms. Gamache attended the company's orientation for all new personnel, which provided an opportunity for Ms. Gamache to contribute to the writing of the orientation program.

Ms. Gamache determined that the MBTI team building exercise would benefit the entire faculty at Winchester. For her required curriculum project at school, she planned and provided a two-day workshop for all teachers which included taking the MBTI and then discussing results and the relationship of those results to the effectiveness of individual team members.

Ken Swymer was the Peerless Insurance Company mentor assigned to Ms. Gamache. She believed that her program was extremely successful in part due to the work plan laid out by her mentor for the three-week period.

For more information contact:
Janice Gamache
Winchester School-to-Career
85 Park St., Winchester NH 03470
(603)239-4553 Fax (603)239-4968

Employer Connections to School-Based Learning

What is a Career Fair?

School's frequently offer career fairs for students to gain information about employer expectations, educational requirements and connection to various career opportunities.

What does the employer or community partner provide?

The business or community partner will:

- Identify an employee within your company who wants to share their work and educational experience with youth. This person will be expected to present information to one or more students;
- Coordinate the details with the school staff;
- Clarify with students any particular safety, health or security concerns related to the industry.

What does the school provide?

School staff will:

- Outline the event and expectations of the business or community partner (presenter);
- Identify and coordinate any special needs that the presenter will have for their presentation;
- Provide space; allocate time; and arrange for students to participate in the event.
- Prepare students in advance by reviewing logistics, responsibilities and how to effectively interview the presenter.
  - NOTE: Many schools provide students with a questionnaire the students use to ask questions and identify appropriate information.
- Clarify with the presenter any safety, health, security and/or confidentiality issues.

What is the time commitment?

Time will be required to enable the person to prepare in advance for the Career Fair. This may include putting together a speech, presentation materials and/or a booth. The presenter can expect to spend approximately two to six hours at the school providing either group presentations, individual interviews and/or supporting an informational booth.

What are some examples of Career Fairs?

Untied Parcel Service representatives have attended multiple Career Fairs. They were generally asked to set up an informational booth which Junior and Senior High School students could tour during study halls and career based classes.

For more information contact:
Robert Dyer, Human Resources
United Parcel Service
(603)634-4228 or 1-888-UPSWORKS

Profile Junior/Senior High School has a yearly Career Fair as part of their career awareness program. This is an opportunity for the students to meet with several business employers to discuss the work that they represent. The students have a choice of approximately 30 different career paths to investigate. The representatives are asked to speak with the students for an hour and to have handouts for them to take home.

For more information contact:
Sharon Mellaci, STW Coordinator
Profile Middle/Senior High School
691 Profile Road
Bethlehem, NH 03574
Phone: (603)823-7412 Fax (603)823-7490 Email: ocean@ncia.com

Portsmouth High School hosted a Business/Education luncheon. Students and business leaders met over lunch. The students listened to and interacted with speakers from the business community. The luncheon was provided by the high school's Culinary Arts Department at a nominal fee paid for by the business partner.

For more information, contact:
Denis Bezanson of the Portsmouth Business/Education Collaborative
Greater Portsmouth Chamber of Commerce
500 Market St., P.O. Box 239
Portsmouth NH 03802-0239
(603)436-3988 Fax (603)436-5118
Email info@portcity.org

What is an In-Class Presentation?

Schools frequently offer opportunities for employers to visit the classroom and present to students. Among other things, students gain information about employer expectations, educational requirements and connection to various career opportunities.

What does the employer or community partner provide?

The business or community partner will:

- Identify an employee in their company who wants to share their work and educational experience with youth and be prepared to function as a classroom presenter;
- Coordinate the details with the school staff;
- Develop a presentation or classroom activity for the students;
- Clarify with students any particular safety, health, security and/or confidentiality issues related to the industry.

What does the school provide?

School staff will:

- Outline the event and expectations of the presenter;
- Identify and coordinate any special needs that the representative will have for their presentation;
- Provide space, allocate time and arrange for students to participate in the activity.
- Prepare students in advance on their responsibilities and how to connect the information learned to their coursework.
- Clarify with the presenter any safety, health, security and/or confidentiality concerns.

What is the time commitment?

Time will be required to enable the person to prepare in advance for the Classroom Presentation. This may include putting together a speech and/or presentation material. The presenter can expect to spend approximately one to six hours at the school presenting information to one or more classes.

What are some examples of Classroom Presentations?

United Parcel Service brings an UPS package truck to the Automotive Class at Dover High School. A representative from UPS uses the vehicle to demonstrate new technology in auto mechanics.

For more information contact:

Dale Hickman
Dover Regional Vocational Center
25 Alumni Dr
Dover NH 03820-4385
(603)740-4836

Robert Dyer, Human Resources
United Parcel Service
(603)634-4428
1-888-UPSWORKS

The United Parcel Service's Human Resource Representative provided seniors at Salem High School with instruction on filling out job applications, and interviewing skills.

For more information contact:

Linda Michalczyk
Salem High School
44 Geremonty Dr
Salem NH 03079
(603)893-7073 ext. 341

Robert Dyer, Human Resources
United Parcel Service
(603)634-4428
1-888-UPSWORKS

The School-to-Careers representative from Liberty Mutual visits all grade 11 classrooms at Dover High School. Students are given a brief presentation on what employers expect from employees. An overview of all aspects of the industry is presented to students with the opportunity to apply for an 18-month paid internship. Each student is given a Student Overview Booklet entitled: *Liberty Mutual-Dover High School School-to-Work Partnership Program.*

For more information contact:

Diane Lurvey
Dover Senior High School
25 Alumni Dr.
Dover NH 03820-4365
(603)743-0008 Fax (603)743-0018.

What is Curriculum Development?

Curriculum Development is the School-to-Work activity that is the most essential component of linking coursework with workplace knowledge and skills. Collaborating with business and industry to create new curriculum or enhance existing curriculum is necessary in order to incorporate workplace knowledge into the students core education program.

What does the employer or community partner provide?

The business or community partner provides:

- Access to industry skill standards;
- Access to industry assessment practices;
- Expertise and knowledge of specific business and industry practices;
- Identification and assistance in the development of training on safety, health, security or confidentiality issues related to the industry;
- Authentic project-based experiences;
- Contacts with business peers.

What does the school provide?

The school staff provides:

- The expertise of developing and integrating skills into the curriculum;
- The academic connection to the Work-Based Learning sites;
- The ability to take business and industry standards and infuse them into the appropriate learning models for ALL students;
- The avenue to let business and industry share in the educational process of ALL students;
- Access for businesses to help improve the future employees' skills.

What is the time commitment?

The time commitment can range from 3-8 hours with follow-up a meeting to refine a specific project or unit.

What are some examples of Curriculum Development?

Labsphere Inc. worked with Kearsarge Regional High School and UNH to design an experiment project with two math teachers. The teachers worked with employees from Labsphere to incorporate specific techniques into their classes. The projects built into the classes were authentic activities utilized by Labsphere.

For more information, contact:
Joy Gobin, Kearsarge Regional High School
190 Main St.
New London, NH 03257
Phone: (603)927-4261 Fax: (603)526-2146

Teachers at Kearsarge Regional Middle School incorporated an in depth architecture project into their curriculum with the assistance of a local architect. The project integrated Language Arts, Social Studies, Math and Science classes. They have worked over the past two years to refine and enhance this unit as a team. The architect attended a few of their team meetings and worked with students and teachers as an ongoing project.

For more information, contact:
Joy Gobin, Kearsarge Regional High School
190 Main St.
New London, NH 03257
Phone: (603)927-4261 Fax: (603)526-2146

What is Professional Development?

Professional development is used to provide structured learning for administrators, educators, staff, employer and community partners. It offers a unique opportunity to provide learning/training on a variety of skills and issues. By participating in mutual training experiences for the future, schools will be better able to educate students today.

What does the employer or community partner provide?

The business or community representatives often provide:

- Classroom space and equipment for professional development activities;
- Guest speakers;
- Tours of specific industry/community organizations to increase awareness of opportunities outside the classroom;
- Identify and assist in the development of training on safety, health and/or security concerns;
- Gifts of materials, tools, equipment and/or money for professional development;
- Staff who will serve as substitute teachers so that educators can attend professional development activities.

What does the school provide?

The school staff will:

- Collaborate on and coordinate the event with the employer;
- Advertise and recruit educators and others to participate;
- Arrange for staff development credit.

What is the time commitment?

The time commitment when participating in professional development activities varies depending on the level of investment of the employer or community based partner. It can be as limited as showing up as a participant in a training activity to fully producing and performing the training. This is a good area to negotiate with the school.

What is an example of Professional Development?

NH Eastern Regional School-to-Work Partnership sponsors a seasonal Teacher Field Trip, and has begun the NH Curriculum Frameworks and Skills Standards Series where business and community organizations serve as co-sponsors.

The Teacher Field Trip series offers 12-15 educators (at a time) an opportunity to tour up to five partnering firms over the course of two days. The Curriculum Frameworks workshops offers groups of 20-30 educators a day to learn more about the NH Curriculum Frameworks and hear information from host firms about their skill requirements.

For both professional development opportunities, host facilities sponsor tours and business panels with company/community representatives who talk with visiting educators about varied career opportunities and the skills needed at the host firm. These panel discussions last over an hour and usually involve three or more staff members. The firms also provide conference room space for conducting the workshops.

For more information, contact:
Valerie Mahar or Kathleen Totten
Eastern Region STW Partnership
Greenleaf Woods
6 Oakwood, Suite 201
Portsmouth NH 03801
(603)433-1964 Fax (603)433-2389
Email erstw@aol.com

What are School-Based Enterprises?

A School-Based Enterprise is an opportunity for students to learn entrepreneurial and organizational skills. Students create, manage, and staff a small business often with local business partners acting as consultants. Although there are many School-Based Enterprises developed without the assistance of business, the consultation support is invaluable to the students.

What does the employer or community partner provide?

The business or community partner will:

- Identify an employee in their company who wants to share their work and educational experience with youth;
- Assist the students to identify and develop a business;
- Coordinate the details with the school staff;
- Identify and assist in the development of training on safety, health or security concerns.

What does the school provide?

School staff will:

- Connect the activities outlined in developing the business to the student's academic program;
- Coordinate the details with the employer;
- Provide space, time and arrange for students to participate in the activities.

What is the time commitment?

Time will depend on the activities outlined and supports needed for the identified classroom business. Clearly defining with the school staff the availability of time and level of expertise will assist every one in setting up a program that will work for all the partners concerned.

What is an example of School-based Enterprise?

The Orford High School operates two on-site businesses: Wildcat Graphics and Wildcat Country Nursery. Both businesses have all necessary equipment in place. There is a full-size greenhouse with plumbing, heating, and electrical systems. The graphics program has a desktop publishing center and silkscreen printing area. Each business is "open" one period a day on a ninety-minute block schedule. Students scheduled for Commercial

Horticulture operate Wildcat Country Nursery, and those scheduled for Integrated Business run Wildcat Graphics. Both courses are team-taught. One teacher is responsible for instruction in the REAL Enterprises program, another covers day to day accounting needs, and a third is responsible for teaching the skills and content specific to each business. A goal for future years is to offer each course on basic and advanced levels. Students in basic classes will cover the areas listed above, while in advanced classes the students will be wholly responsible for the business operations. This also allows for the expansion of the hours each business is open to the public as well as giving students a richer experience. Volunteer support from the community ranging from assistance in assembling the greenhouse to advice from local growers and printers has been invaluable. The School-to-Work Board has been an avenue to good community relations as well as providing support for these start-up businesses.

For more information contact:

Emily Lafasciano, School-to-Work Project Manager,
Box 82B, Route 25A,
Orford, NH 03777
Phone: (603)353-4321 Fax (603)353-4414
Email: stallsmith@valley.net

What is School-Based Business?

A School-Based Business is an opportunity for students to learn all aspects of an industry through an actual business based within the school. Students develop the skills necessary to manage and staff a small business with the over-site and assistance of the business partner. Given that this is a very extensive relationship built with the school, it is recommended that businesses considering this type of collaboration should first build a relationship with the school by participating in some of the other School-Based activities outlined in this guide. The business should not expect the School-Based Business to be a money making venture. The business benefits by providing an excellent community service venture with great PR opportunities and an opportunity to assist with the educational preparation of future employees.

What does the employer or community partner provide?

The business or community partner will:

- Assign a negotiator with decision making power to work with the school staff to determine the extent of the business to be placed on the school grounds as well as to identify logistics and liabilities;
- Identify an employee in their company who is capable and willing to take the responsibility of running a business in a school environment and on a school schedule. This person must be able to:
  - Have basic management skills necessary to running the identified business;
  - Function as a teacher to the students learning about the industry
  - Collaborate with educators in the school on developing curriculum that will support the business; and
  - Collaborate with educators to determine the students who will participate in the School-Based Business.
- Provide the equipment necessary to make the School-Based Business operational (i.e. phone, computers, machines, etc.);
- Provide ongoing coordination on the details with the school staff;
- Identify and assist in the development of training on safety, health and/or security concerns.

What does the school provide?

School staff will:

- Assign a negotiator with decision making power to work with the business staff to determine the extent of the business to be placed on the school grounds as well as to identify logistics and liabilities;
- Identify an educational staff person who will liaison with and provide technical assistance to the School-Based Business partner. This person must be able to:
  - Connect the activities outlined in developing the business to the student's academic program;

- Assist with curriculum development;
- Provide technical assistance on teaching strategies;
- Identify and connect related coursework to the School-Based Business; and
- Locate community based internship sites.

- Provide space related supports such as: room, heat and electricity;
- Ongoing coordination on the details with the employer;
- Identify and assist in the development of training on safety, health and/or security concerns in this field.

What is the time commitment?

Time will depend on the nature of the School-Based Business being developed. Certainly the person assigned to staff the School-Based Business will need to work with the school schedule. Given the nature of the business and its location, it may not be possible to run the business year around. Companies, who have agreed to a full school schedule, generally accommodate their staff person by reassigning them to their local office while school is not in session. It will be very important to clearly define the extent and hours of the business being established within the school.

What is an example of School-based Enterprise?

Fleet Bank has built a satellite bank at Alvirne High School in Hudson. It is a fully operational bank during the school year and closes during the summer months.

Fleet provides a full-time staff person, the specific equipment necessary to running the bank (phone, computers, satellite dish, security, etc). The school provides room, heat, electric, furnishings, etc.

Students are instructed on all aspects of the industry. Although students sign up for the banking class, they must go through a formal interviewing process with the Fleet employee to be accepted into the program.

Given the nature of this industry, students are required to sign confidentiality contracts and adhere to strict banking policies and procedures. Since students are in this class to learn specific skills and earn credit, they are not paid for the work they perform. Once they have completed the program, many students have been hired by Fleet Bank in full or part time positions.

For more information contact:

Jacqueline Michaud
603-886-1456 Fax 603-595-1513

or

Wilbur Palmer
603-886-1237 Fax 603-595-1513
Email wpalmer@alvirnehs.org

Wilbur H. Palmer Vocational Technical Center
Alvirne High School
200 Derry Road
Hudson NH 03051

Appendices:

- **A. State and Local STW Contacts**
- **B. Other Guides available to Business and Community Partners**

A. Local School-To-Work Partnerships

CENTRAL NEW HAMPSHIRE

BOW SCHOOL-TO-CAREER	MARY ANN GASCHNIG SCHOOL-TO-AREER COORDINATOR 32 WHITE ROCK HILL RD, BOW NH 03304 rminichiello@bow.kas.nh.us (603) 228-2210 (603) 224-4111
CONCORD SCHOOL-TO-CAREERS	BARBARA FILLEUL, SCHOOL-TO-CAREERS COORDINATOR 170 WARREN ST, CONCORD NH 03301 (603) 225-0808 (603) 225-0826
EDUCATIONAL PARTNERSHIP OF CENTRAL NH	JIM LEON, DIRECTOR NHTI #111 NORTH HALL 11 INSTITUTE DRIVE CONCORD, NH 03301-7412 jleon@tec.nh.us (603) 271-6954 (603) 271-4142
HOPKINTON SCHOOL AND WORK INITIATIVE	SUSAN HUME, COORDINATOR 12 HILLCAT DR HILLSBORO, NH 03244 Shume@hillsboro-deering.k12.nh.us (603) 464-4555
LAKES REGION SCHOOL-TO-CAREER	IRENE WRIGHT, PARTNERSHIP COORDINATOR 10 TERRACE RD FRANKLIN, NH 03235 (603) 934-2096
MERRIMACK VALLEY SCHOOL DISTRICT	LORI JEWETT, STW COORDINATOR 105 CENTER STREET PENACOOK, NH 03303 (603) 753-4311 (603) 753-6423
MOULTONBOROUGH SCHOOL-TO-WORK	SUE CERUTTI, STW COORDINATOR PO BOX 228 MOULTONBOROUGH NH 03254 (603) 476-5517 (603) 476-5153
NEWFOUND REGIONAL SCHOOL-TO-CAREER	BETH MITCHELL, STW COORDINATOR NEWFOUND RD BRISTOL, NH 03222 (603) 744-6006 (603) 744-2525
PEMBROKE SCHOOL-TO-WORK	CLAUDIA REIN, STW COORDINATOR 209 ACADEMY RD PEMBROKE, NH 03275 (603) 485-7881 (603) 485-1811

CENTRAL NEW HAMPSHIRE CONTINUED

PLYMOUTH SCHOOL-TO-WORK	ALICE KING, ABLE SCHOOL-TO-WORK SYSTEM MANAGER 47 OLD WARD BRIDGE RD PLYMOUTH, NH 03264 (603) 536-1254 (603) 536-3545
WINNISQUAM SCHOOL-TO-WORK	PEGGY VIEIRA, STW COORDINATOR 367 WEST MAIN ST TILTON, NH 03276-0209 (603) 286-4531 (603) 286-2006 pvieira@winnisquam.k12.nh.us
WOLFEBORO SCHOOL-TO-WORK	GARY STEINBACH, STW COORDINATOR 296 SOUTH MAIN ST WOLFEBORO, NH 03894-4414 (603) 569-9718 (603) 569-2055

EASTERN NEW HAMPSHIRE

DOVER/OYSTER RIVER COLLABORATIVE	DIANE LURVEY, STC COORDINATOR REGIONAL VOCATIONAL CENTER 25 ALUMNI DR DOVER, NH 03820 (603) 743-0008 (603) 743-0018
EASTERN REGION SCHOOL-TO-WORK PARTNERSHIP	VALERIE MAHAR, DIRECTOR KATHLEEN TOTTON, WBL COORDINATOR 67 NEW HAMPSHIRE AVE, SUITE 2 PEASE INTERNATIONAL TRADEPORT PORTSMOUTH, NH 03801 (603) 433-1964 (603) 334-6308 admin@ERPartnership.org http://www.ERPartnership.org
MILTON SCHOOL-TO-WORK OPPORTUNITIES	RALPH GARBART, PRINCIPLE NUTE HIGH SCHOOL NANCY DREW, PRINCIPLE MILTON ELEMENTARY MILTON, NH 03851 (603) 625-4591
NEWMARKET SCHOOL-TO-CAREER	NANCY WINTERBOTTOM, STW COORDINATO 213 SOUTH MAIN ST NEWMARKET, NH 03857 (603) 659-3271 (603) 659-5304
PATHWAYS TO SUCCESS	RICHARD KANSKY, STW COORDINATOR 140 WAKEFIELD ST ROCHESTER, NH 03867-1305 (603) 335-7351 (603) 335-7353 technology.ctr@rscs.net
PORTSMOUTH SCHOOL-TO-LIFE	PAMELA MACARTNEY, VOC DIRECTOR MICHAEL SHAMBO, WBL COODINATOR 50 ALUMNI CIRCLE PORTSMOUTH, NH 03801 (603) 436-7100 (603) 427-2320 p.macartney@portsmouth.k12.nh.us
RAYMOND SCHOOL-TO-CAREER	SUZANNE PUCHACZ, STW COORDINATOR 45 HARRIMAN HILL RD RAYMOND, NH 03077 (603) 895-6616 (603) 895-5415
KINGSTON/ SANBORN CLASSROOM-TO CAREER CONNECTION	E J GAUDET, STW COORDINATOR 178 MAIN ST KINGSTON, NH 03848 (603) 642-9015 (603) 642-7885

EASTERN NEW HAMPSHIRE CONTINUED

SAU#16 CONNECTIONS CONSORTIUM	MIKE LATVIS, ASSISTANT PRINCIPAL LUANNE RYALL, WBL COORDINATOR 24 LINDEN ST EXETER, NH 03833 (603) 775-8466 (603) 775-8983
SOMERSWORTH SCHOOL-TO-CAREER	JACQUI VAN HAM, STW COORDINATOR 18 CEMETERY RD SOMERSWORTH, NH 03878-1904 (603) 692-2242 (603) 692-9100
TIMBERLANE EDUCATIONAL PARTNERSHIP	DWIGHT WILDER, STC COORDINATOR 36 GREENOUGH RD PLAISTOW, NH 03865 (603) 382-6541 (603) 382-8086
SAU 21 SCHOOL-TO-CAREERS	JANIS PETROU, DIR. CAREER CTR JAMIE MARSTON, DIR GUDIANCE ALUMNI DR HAMPTON, NH 03842 (603) 926-8769 x235 (603) 926-5418

NORTHERN NEW HAMPSHIRE

ANDROSCOGGIN VALLEY	KATHY TREMBLAY, STW COORDINATOR 550 WILLARD ST BERLIN, NH 03570 (603) 752-8574 (603) 752-8566
SAU 68 SCHOOL-TO-WORK PARTNERSHIP	NANCY MCGIVER/TODD DIMICK PO BOX 97 LINCOLN, NH 03251 (603) 745-2214 (603) 745-2352
MT WASHINGTON VALLEY SCHOOL-TO-CAREER	BETSY BUNGEROTH, STC COORDINATOR PO BOX 1066 CONWAY NH 03818 (603) 447-2350 (603) 447-2350
NORTH COUNTRY SCHOOL-TO-CAREER REGIONAL	KEVIN SHYNE, REGIONAL COORDINATOR 39 CHANDLER LEDGES RD MILAN, NH 03588 (603) 449-3406 (603) 837-2326 kshyne@ncia.net DEBORA DUBOIS, PROJECT MANAGER 16 HIGHLAND ST WHITEFIELD NH 03598 (603)837-9363 (603)8372326
NORTH COUNTRY SCHOOL-TO-WORK	CAREY CLARK, STW COORDINATOR ONE ACADEMY ST COLEBROOK, NH 03576 (603) 237-8351 (603) 237-5126
PROFILE SCHOOL-TO-CAREER	SHARON MELLACI, STC COORDINATOR 691 PROFILE RD BETHLEHEM, NH 03574 (603) 823-7412 (603) 823-7490
SAU#23 SCHOOL-TO-WORK	MARK HEELS, STW COORDINATOR HIGH STREET WOODSVILLE, NH 03785 (603) 747-2781 (603) 747-2766
STRATFORD SCHOOL-TO-WORK	LORI LANE, GUIDANCE RR 1 BOX 8 NORTH STRATFORD, NH 03590 (603) 922-3387 (603) 922-3303
WHITE MOUNTAINS REGIONAL STC	GEORGE BRODEUR, STW COORDINATOR ROUTE 3, HIGH SCHOOL RD, BOX 338 WHITEFIELD, NH 03598 (603)837-3811 (603)837-3811

SOUTH CENTRAL NEW HAMPSHIRE

ALVIRNE HIGH SCHOOL	AMY BALMER, WORK-BASED LEARNING COORDINATOR BETTY POOLE, SCHOOL-BASED COORDINATOR 200 DERRY ROAD HUDSON, NH 03051 (603) 595-1526 (603) 886-1238
AMHERST SCHOOL-TO-CAREER	RICHARD KATZENBERG, STW COORDINATOR PO BOX 849 AMHERST, NH 03031 (603) 673-2690 (603) 672-1786 rkeden@empire.net
GREATER GOFFSTOWN COMMUNITY	MARY HEATH, ASSISTANT SUPERITENDENT 11 SCHOOL STREET GOFFSTOWN, NH 03045 (603) 497-4841 (603) 497-5257 mheath@goffstown.k12.nh.us
HOLLIS-BROOKLINE SCHOOL-TO-CAREER	LINDSAY LANKIN, STC COORDINATOR 4 LUND LN HOLLIS, NH 03049 (603) 465-2269 (603) 465-2485
LONDONDERRY SCHOOL-TO -CAREER PROJECT	GAYLE ESTERLY, STW COORDINATOR 295 MAMMOTH RD LONDONDERRY, NH 03053 (603) 432-6941 (603) 425-1045
MANCHESTER LOCAL	NURY MARQUEZ, DIRECTOR 889 ELM STREET MANCHESTER, NH 03101-2000 (603) 624-6400 (603) 665-6883
MILFORD HIGH SCHOOL	LISA FERRANTI, STC COORDINATOR 100 WEST ST MILFORD, NH 03055 (603) 673-4201 (603) 673-2202+1
NASHUA HIGH SCHOOL	MARIANNE DUSTIN 36 RIVERSIDE DR NASHUA, NH 03062 (603) 594-4311 X162 (603) 594-4373
PELHAM/WINDHAM	LOUISE PAULASKAS, STC COORDINATOR PELHAM, NH 03087 85 MARSH RD (603) 635-2115 (603) 635-3994

SOUTH CENTRAL NEW HAMPSHIRE CONTINUED

PINKERTON ACADEMY	TRACY UNTIET, WORK-BASED LEARNING COORDINATOR RUTH LEVEILLE, SCHOOL-TO-CAREER COORDINATOR 5 PINKERTON ST DERRY, NH 03038-1501 (603) 437-5200 (603) 425-2456 ruelcveill@aol.com
SALEM HIGH SCHOOL	LINDA MICHALCZYK, COMMUNITY LIAISON PAUL HUARD, CAREER CURRICULUM COORDINATOR 44 GEREMONTY DR SALEM, NH 03079 (603) 893-7073 (603) 893-7087 phuard@hotmail.com
SOUTH CENTRAL NH SCHOOL-TO-CAREER	MARIE DEVLIN, DIRECTOR NHCTC - NASHUA 505 AMHERST ST NASHUA, NH 03063 (603) 882-6923 (603) 578-9342 scnhstc@aol.com http://www.scnhstc.org

WESTERN NEW HAMPSHIRE

CONVAL/REGION 14	MARYLOU O'NEIL, SCHOOL-TO-CAREER 184 HANCOCK RD, RTE 202 NORTH PETERBOROUGH, NH 03458-2196 (603) 924-3336 X 3011 (603) 924-9176 mo'neil@mail.conval.edu
FALL MOUNTAIN SCHOOL-TO-CAREER	AMY WARING, CURIC COORDINATOR CHARLESTOWN MIDDLE SCHOOL PO BOX 325 CHARLESTOWN, NH 03603 (603) 826-7711 (603) 826-3102 awaring@kear.tds.net
KEARSARGE REGIONAL LOCAL	JOY GOBIN, STW COORDINATOR KEARSARGE REGIONAL HIGH SCHOOL NORTH ROAD NORTH SUTTON, NH 03260 (603) 927-4261 x 1835 (603) 927-4453 jgobin@conknet.com
MONADNOCK SCHOOL-TO-CAREER PARTNERSHIP	SUSAN KESSLER 1197 RTE. 12A SURRY, NH 03431 (603) 358-6484 (603) 358-6708 skessler@top.monad.net
ORFORD SCHOOL-TO-WORK INITIATIVE	EMILY LAFASCIANO, STW COORDINATOR BOX 82B ROUTE 25A ORFORD, NH 03777 (603) 353-4321 (603) 353-4414 stallsmith@valley.net
REGION 13 SCHOOL-TO-WORK CONSORTIUM	WAYNE COTTON, WORK-BASE COORDINATOR 43 ARCH ST KEENE, NH 03431 (603) 352-0640 (603) 357-9012 wcotton@sau29.k12.nh
SAU#24 SCHOOL-TO-CAREER PARTNERSHIP (HENNIKER-WEARE)	LARRY RESTUCCIA, INTERN COORDINATOR JOHN STARK REGIONAL HIGH SCHOOL 618 N. STARK HIGHWAY WEARE NH 03281 (603) 529-7675 X 148 (603) 529-4646 larryjsr@mailexcite.com
SOUTHWESTERN SCHOOL-TO-CAREER	MARSHA MILLER, REGIONAL COORDINATOR C/O MCT TELECOM 11 KEARSARGE AVE CONTOOCOOK, NH 03229-0337 (603) 746-2036 (603) 746-3544 marshamiller@conknet.com

WESTERN NEW HAMPSHIRE CONTINUED

SUGAR RIVER PARTNERSHIP	CATHRYN BAIRD, VOCATIONAL DIRECTOR SUGAR VALLEY TECHNICAL CENTER 243 NORTH MAIN ST NEWPORT, NH 03773-3027 (603) 863-3759 (603) 863-7104 cbaird@newport.k12.nh.us
SUGAR RIVER PARTNERSHIP	JILL EDSON, VOCATIONAL DIRECTOR SUGAR RIVER VALLEY TECHNICAL CTR 111 SOUTH ST CLAREMONT NH 03743 (603)543-4291 (603)543-4296
UPPER VALLEY BUSINESS AND EDUCATION PARTNERSHIP	KATHI TERAMI, EXECUTIVE DIRECTOR PO BOX 350 HANOVER, NH 03755 (603) 643-3431 X 235 (603) 643-0661 kathi_terami@hhs.dresden.k12.us
WINCHESTER SCHOOL-TO-CAREER	JANICE GAMACHE, STC COORDINATOR PO BOX 7, 85 PARKER ST WINCHESTER, NH 03470 (603) 239-4553 (603) 239-4968 jgamache@adam.cheshire.net

B.

Other Guides available to Business and Community Partners

Supplement to: Practices in Work-Based and School-Based Learning For Business and Community Partners, 1999

This guide is a supplement to *Practices in Work-Based Learning for Business and Community Partners.* It provides information on a variety of topics that are often of interest to employers who hire or provide Work-Based Learning experiences for youth. The Supplement contains the following information:

- New Hampshire Health, Safety and Liability Laws;
- New Hampshire Youth Employment Law;
- Workplace Safety Issues and Information;
- New Hampshire School Board's Trust Insurance;
- Involving Labor Unions in STW;
- Clarification Letters;
- Glossary of Terms; and
- State Resources.

Practices in Work-Based Learning, 1998

This guide provides educators with information on the various aspects of Work-Based Learning. It is a tool to assist them in developing effective Work-Based Learning programs.

Effective Strategies: Examples That Work, 1998

Utilizing the twenty-five effective strategy categories distributed by the National School-to-Work Office, New Hampshire developed this guide. Local STW partnerships from across the state have provided multiple examples of strategies that are working in our schools. All strategies outlined provide contact information to enable you to contact those involved.

This guide and other School-to-Work materials will be added to our web site: The web page address is: http://www.state.nh.us/doe/Sch-To-Wk.htm

If you have any questions about any of the guides listed above, contact:

Kim Runion
Department of Education
101 Pleasant St.
Concord, NH 03301
Phone: (603)271-7977
Fax: (603)271-4079
Email: krunion@ed.state.nh.us